

PRINCIPLES OF SOCIAL WORK WITH CHILDREN WITH MENTAL RETARDATION

<https://doi.org/10.30546/3006-0346.2024.6.84.096>

ULVIYYA ELYAZOVA

Baku State University, PhD student

E-mail: ulviyyaali222@gmail.com

Introduction

Intellectual disabilities (ID) are a category of conditions that are distinguished by considerable limits in both intellectual functioning and adaptive behavior. These limits occur before the age of 18 and impair an individual's capacity to do daily duties and fully engage in society.

Intellectual functioning refers to an individual's overall mental capacity to learn, reason, problem solve, and adapt to new situations [7]. It is a fundamental aspect of cognitive ability and is frequently used to evaluate overall intelligence. Key aspects of intellectual functioning include reasoning. The ability to assess conditions, make sound judgments, and solve issues. This includes abstract thinking, understanding relationships, and making conclusions.

The ability to learn, retain, and apply knowledge or skills through experience, teaching, or study. Identifying and overcoming hurdles or obstacles using reasoning and ingenuity. Both short-term and long-term memory are necessary for cognitive function. This includes recalling facts, procedures, or concepts when needed. The ability to adapt to changing situations, circumstances, or demands. The ability to comprehend and apply information quickly and accurately.

Academic achievements, effective communication, the ability to plan and manage tasks, decision-making abilities. Impairments in intellectual functioning, as found in people with intellectual disabilities, can influence all of these areas, necessitating individualized treatment to improve their talents and independence.

Adaptive Behavior is a set of conceptual, social, and practical skills that people develop and employ to successfully navigate their daily lives. It represents a person's ability to meet the needs of their surroundings while living alone.

LITERATURE REVIEW

Social responsibility entails following regulations and behaving responsibly in various circumstances. Recognizing and responding to others' emo-

tions and social cues. Self-care includes activities such as eating, dressing, and personal hygiene [4]. Home living entails managing domestic activities such as cooking, cleaning, and organizing.

The ability to work efficiently and navigate the community. Safety entails recognizing and avoiding hazards in everyday life. Standardized tools are used to assess adaptive behavior, which may be observed or reported by caregivers, teachers, or individuals themselves.

It is used to diagnose intellectual impairments and developmental delays. It indicates areas where assistance or interventions are required to increase independence and quality of life. If an individual's adaptive behavior falls significantly below predicted levels for their age and cultural context, it may suggest a developmental issue like intellectual disability or autism spectrum disorder. Interventions can help people develop these necessary abilities and better integrate into society.

Frequently have extra physical or sensory problems. Genetic factors include Down syndrome and Fragile X syndrome. Prenatal factors include alcohol or drug use during pregnancy, infections, and poor nutrition. Perinatal issues include complications during labor and oxygen deprivation.

Environmental factors include childhood illnesses, head traumas, maltreatment, and severe starvation. Early intervention includes speech therapy, occupational therapy, and developmental programs. Special education is tailored to each individual's needs. Teaching practical skills for everyday life. Family support includes guidance, counseling, and respite care for caregivers. Community programs include vocational training, job prospects, and social integration.

Challenges with everyday also include life skills. Conceptual abilities include language, reading, writing, math, and self-direction. Communication, comprehension of social rules, and relationship building are all examples of social skills. Practical skills include personal care, money management, job skills, and safety.

The onset happens during the formative period, usually before adulthood. Genetic conditions include Down syndrome, Fragile X syndrome, and others. Prenatal risk factors include infections during pregnancy, substance abuse, or starvation. Birth complications include oxygen deprivation, preterm birth, and low birth weight. Brain traumas, infections, starvation, and toxin exposure are among post-natal risk factors.

Therapies include speech and language therapy, occupational therapy, behavioral therapy. Life skills training focuses on teaching self-care and independence. Support networks include family, caregivers, and support groups. Understanding and resolving intellectual disabilities necessitates a multidisciplinary approach to ensure that individuals reach their full potential and live satisfying lives.

Intellectual disabilities are characterized by their onset before the age of 18. This age limit is critical for separating intellectual disability from other illnesses, such as dementia, which can cause cognitive impairment later in life [8].

Data collection

For example, Down syndrome has indications that appear at birth due to genetic factors. Delayed milestones in speech, physical skills, or social interactions may indicate autism spectrum disease or intellectual disability.

Cognitive symptoms include difficulty learning new concepts or skills compared to peers. Early detection of onset enables for timely diagnosis and the establishment of support mechanisms to assist individuals achieve their full potential.

Social work is a professional practice and academic study that aims to promote social change, empower individuals and communities, and improve general well-being, particularly among vulnerable and marginalized groups. Social workers assist people in overcoming obstacles in their lives by offering assistance, campaigning for social justice, and connecting them to resources that improve their quality of life.

Social work acts as a link between people and the structures that shape their lives, with the goal of creating a more just and equitable society while also improving individual well-being [3]. Social workers play an important role in tackling personal and structural difficulties, ensuring that everyone has the opportunity to succeed.

Social work with children with mental retardation entails providing support, advocacy, and resources to ensure that these children and their families have the highest possible quality of life. Social workers have an important role in meeting their educational, social, emotional, and practical requirements.

In social work, key areas of focus include assessment and diagnosis. Working with medical specialists and educators to evaluate the child's cognitive and adaptive abilities.

Identifying the child and family's individual requirements. Educating families on intellectual disability and available assistance. Counseling to alleviate mental stress and stigma. Assisting families in understanding government benefits, healthcare, and educational systems.

In social work, key areas of focus include assessment and diagnosis. Working with medical specialists and educators to evaluate the child's cognitive and adaptive abilities [2]. Identifying the child and family's individual requirements. Educating families on intellectual disability and available assistance.

Counseling to alleviate mental stress and stigma. Assisting families in understanding government benefits, healthcare, and educational systems. Advocating for children's rights to get appropriate education, healthcare, and community services [6]. Promoting inclusion in schools and other social situations. Raising awareness helps to eliminate stigma and discrimination.

Helping families understand Individualized Education Plans (IEPs) and working with teachers to put these plans into action [9]. Ensure access to special education services and accommodations. Helping children develop life skills like communication, self-care, and social interaction. Working with therapists to improve the child's abilities.

Facilitating group activities and peer interactions to improve social skills.

Offering play therapy or group counseling to assist with emotional difficulties. Connecting families with community services including recreational activities and career training. Promoting involvement in inclusive environments such as camps, sports, and community events [1].

Preparing older children for transitions. Assisting families in finding resources for vocational training, employment, or adult care. Methods for Social Work with Children with Intellectual Disabilities

- Case Management. Bringing together medical, educational, and social services to suit the child's requirements. Monitor progress and change services as needed [5]. Working with behavioral professionals to treat problematic behaviors. Using positive reinforcement tactics to encourage desired behavior. Assisting families and children in developing problem-solving skills. Encourage youngsters to make decisions about their lives whenever feasible. Rather than focusing on the child's limitations, emphasize his or her abilities [10]. Highlighting achievements and fostering resilience among children and families. Offering rapid assistance during medical, emotional, or behavioral crises. Connecting families with emergency assistance and therapy.

CONCLUSION

Addressing societal attitudes that can separate children and families. Ensuring that families have fair access to services, particularly in underserved communities. Considering cultural differences in perceptions and treatment of intellectual disability. Helping families cope with feelings of guilt, sadness, or frustration.

Enhance the child's independence and ability to function in society. Empower families to stand up for their children's needs and rights. Create a friendly, inclusive environment for the kid and family. Encourage overall well-being: physical, emotional, social, and educational.

Social workers act as a liaison between the child, their family, and the systems that can assist them, ensuring they have the tools and resources they need to thrive.

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Ulviyya Elyazova

Principles of social work with children with mental retardation

SUMMARY

The article refers to social work with children with intellectual disabilities is to promote their development, independence, and integration into society. This specialised area of social work entails addressing the specific issues that these children and their families experience, guaranteeing access to resources, and advocating for their rights.

Social workers serve an important role as advocates, educators, and coordinators, ensuring that children with intellectual disabilities and their families have the resources and opportunities they need to grow and live satisfying lives.

Social workers work collaboratively with educators, therapists, and healthcare providers to help children develop critical skills such as communication, self-care, and social interaction.

Behavioral interventions and therapies are utilized to address developmental issues.

Key words: social work, intellectual disabilities, therapy, stigma, stress

Ульвия Эльязова

Принципы социальной работы с детьми с задержкой психического развития

РЕЗЮМЕ

В статье говорится о том что социальная работа с детьми с интеллектуальными нарушениями направлена на содействие их развитию, независимости и интеграции в общество. Эта

специализированная область социальной работы включает в себя решение специфических проблем, с которыми сталкиваются эти дети и их семьи, обеспечение доступа к ресурсам и защите их прав.

Социальные работники играют важную роль как защитники, педагоги и координаторы, гарантируя, что дети с интеллектуальными нарушениями и их семьи имеют необходимые ресурсы и возможности для роста и полноценной жизни.

Социальные работники тесно сотрудничают с педагогами, терапевтами и медицинскими специалистами, чтобы помочь детям развивать ключевые навыки, такие как общение, самообслуживание и социальное взаимодействие.

Для решения проблем развития используются поведенческие интервенции и терапия.

Ключевые слова: *социальная работа, интеллектуальные нарушения, терапия, стигма, стресс.*

Ülviyyə Elyazova Əqli geriliyi olan uşaqlarla sosial işin xüsusiyyətləri

XÜLASƏ

Məqalədə əqli geriliyi olan uşaqlarla sosial işin onların inkişafına, müstəqilliyinə və cəmiyyətə inteqrasiyasına dəstək göstərilməsindən bəhs edilir. Sosial işin ixtisaslaşmış sahəsi, bu uşaqların və onların ailələrinin üzləşdiyi spesifik problemlərin həllini, resurslara çıxışın təmin edilməsini və onların hüquqlarının müdafiəsini əhatə edir.

Sosial işçilər müdafiəçi, pedaqoq və koordinator kimi mühüm rol oynayır, əqli geriliyi olan uşaqların və onların ailələrinin inkişaf etməsi və dolğun bir həyat yaşaması üçün lazımı resurslara və imkanlara malik olmalarını təmin edirlər.

Sosial işçilər uşaqlara ünsiyyət, özünəxidmət və sosial qarşılıqlı əlaqə kimi vacib bacarıqları inkişaf etdirməkdə kömək etmək üçün pedaqoqlar, terapevtlər və tibb mütəxəssisləri ilə sıx əməkdaşlıq edirlər.

İnkişaf problemlərinin həlli üçün davranış müdaxilələri və terapiya tətbiq olunur.

Açar sözlər: *sosial iş, əqli gerilik, terapiya, stiqma, stres.*